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ABSTRACT

This paper contains the three sets of interviews (the Children's Interview, the Parent's Interview, and the Teacher's Interview) used to describe and evaluate the classroom learning environments in the New School's Center for Teaching and Learning (CTL) during 1971-72. The purpose of these interviews is to systematically study variations in the learning environments within the center and to develop a complete picture of the various relationships within the classroom environments. The children's interview is made up of open-ended questions about the child's activities in the classroom, the teacher's activities, and some of the child's feelings about the social interactions in the classroom. The parent's interview (which makes up approximately one-half of the document) is aimed at a description and understanding of the parent's understanding of what is happening in the classroom, and the degree of parental involvement and support for the teacher. The teacher's interview focuses on classroom activities, diagnostic materials, student-peer interaction, classroom problems, teacher's goals, teacher's relationships with parents and community, knowledge of child development, and changes in the classroom over time. (CS)

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# Center for Teaching and Learning Research and Staff-Development Program (Project Summary)

In 1971-72 the New School conducted an evaluation study which consisted of interviews with intern teachers, a sampling of the children in their classrooms and the parents of these children. This provided the Center with valuable information regarding teacher preparation, as well as a beginning on a more productive staff-development effort. Through support from the National Institute of Education we are extending the staff development effort begun with the 71-72 study.

## I. The Children's interview

The children's interview is made up of completely open-ended questions about the child's activities in the classroom, the teacher's activities and interaction with the child, peer interaction and activities, some of the child's likes, dislikes, and feelings about the classroom, and the child's interactions outside of school in which school is discussed. We are particularly interested in understanding: (1) the child's role in the classroom and his contribution to his own learning; (2) the child's perception of the teacher's role and his relationship to the teacher; (3) the contribution of classroom peer interaction to the child's learning; and (4) the child's view of the classroom as an overall learning environment and the ways in which he relates to that environment.

The children will be interviewed outside the classroom, one-at-a-time, so that the classroom is not disrupted by interviewers. Interviews will be taped initially and then later transcribed so that they can be analyzed more easily and made available (anonymously) to CTL people interested in using the interviews. We have found twelve children to be a manageable size classroom sample--small enough to allow completion of all twelve interviews and large enough to give us a good picture of the interaction patterns and activities in the classroom from the perspective of the children. The twelve children to be interviewed will be selected on a random basis, the only condition for their inclusion being that their parents also be willing to be interviewed.

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## II. The Parent's interview

The parent's interview is aimed at a description and understanding of: (1) the parent's information about the classroom, including sources of information; (2) the parent's perceptions of and attitudes about what is happening in the calssroom; (3) the parent's degree and kinds of involvement in the classroom; and (4) the parent's overall level of support for (or hostility towards) the education their child is receiving.

The parent's interview will be administered in the home by appointment with the parent. Since parents are less used to tape recorders than children and teachers, the parent's interview is more highly structured and oriented toward short answers than are the other interviews. This will allow the interviewer to hand record the responses of the parent. The parent's interview takes roughly an hour to complete.

III. The Teacher's Interview

The teacher's interview is lengthy, but we feel that length is necessary if detail is to be recorded and an in-depth understanding of the classroom achieved. As a result, substitutes from the CTL will be provided during the approximately two hours of the taped interview.

The teacher's interview asks about: (1) classroom activities, materials, scheduling, arrangements, and organization; (2) diagnostic and student evaluation approaches; (3) student peer interaction; (4) student teacher interaction and relationships; (5) classroom problems, difficulties and high points; (6) the teacher's goals, the relationship of those goals to what has happened in the classroom, and the children's involvement in and perceptions of goals; (7) the teacher's reactions to some general educational goals as related to his or her own experiences in the classroom; (8) the teacher's relationships, experiences and interaction patterns with parents, and perceptions about the community environment in which the classroom operates; (9) the teacher's perception of the intellectual, social and emotional development of children in his/her classroom; (10) changes in the classroom over the course of the year in all of the preceding.

An important goal of this project is to provide rapid feedback of the data collected on the teacher's, child, and parent interviews. From previous interviewing we found that teachers felt the interviews were important and useful in helping them to think about their classrooms. As a result we are hoping to develop an in-service staff-development process which will help CTL to support the growth of teachers.

In our analysis of the teacher's interview we shall be particularly interested in variations in the range of stimuli offered the children, the degree and nature of individualization in the classroom, the relationships between the teacher and the children in both non-specific and instrumental situations with particular attention to decision-making in the classroom, the relationship between the community and the classroom, the role of peer interaction in the learning environment, the ways in which goals are relevant and meaningful to the teacher and the children, and the level and nature of change over the course of the year.

* * * * * * * * *

Given this brief description of what we are looking at in each of the interviews, it may be useful to clarify the overall objectives of the effort. First, we are interested in describing the learning environments of children in CTL intern classrooms. We are not, however, studying the learning process in individual children, and we have no measures of and we are attempting no evaluation of "learning" in the classroom. Anyone is free to argue both now and after our effort about which environments are most conducive to learning--an important question in its own right. Our task, however, is to systematically study the variations in the learning environments and not variations in learning. This will allow an overall program evaluation in the sense that Center people can then see the degree

to which intern classrooms correspond to their own notions of what an open learning environment is.

Secondly, throughout our discussions about the project we have stressed the fact that the classroom is our unit of analysis--not the teacher. We are interested in describing classrooms and evaluating the Center for Teaching and Learning program in terms of the kinds of classrooms it leads to; we are not evaluating individual internsor comparing specific teachers. In line with this fact, we have avoided incorporating the use of any psychological characteristics in our analysis of the teacher's, children's, or parent's interviews. We are assuming that variations among classrooms are due to more than simply variations in teacher characteristics.

Thirdly, as stated previously, we are developing an in-service staff-development process which will help the Center for Teaching and Learning to support growth of teachers. In our final analysis and interpretation of the results of the project we shall be relating the information obtained from each source of the information obtained from the other sources. Thus, we shall be attempting to fit together the children's, parent's, and teacher's interviews in order to provide a complete picture of the classroom.

09601

Parent's Interview - 1975

Information for Parents:

I'm a (Student, Faculty Member) in the Center for Teaching and Learning, University of North Dakota, and am participating in a program evaluation-staff development program associated with six school districts in North Dakota. On two previous occasions a similar interview was given to about 500 parents of elementary school children. Also on these occasions students and faculty from the Center for Teaching and Learning have interviewed approximately 65 teachers and 500 children.

The two major purposes of this interview are to find out how parents feel about their children's experiences in school so that the teacher training program at the University of North Dakota can be evaluated in terms of the needs and desires of North Dakota parents, and to provide information to your child's teacher which will help him/her consider his/her teaching experience from the point of view of parents.

All of your responses during the interview will be completely confidential. No individual parent will ever be identified in any of the results of this activity. Data from parents will be provided to the teacher only in a summary form and no individual parent statements will be given to teachers.

The success of our effort depends upon getting as much information from parents as possible so please feel free to answer in as much detail as you like. In many cases, to make the answers easier to record, I will read choices of possible answers and ask you to select the answer that best describes your own feelings. This way of doing the interview makes it easier to compare your responses with the responses of other parents. I'll take notes on what you say, and then when the interview is finished I'll take the results back to the University.

Do you have any questions before we begin?

I- The first few questions are about _____.
(Fill in child's name)

Code Sex of child: 9/

Male.....1
Female.....2

1. How old is _____.

5 6 7 8 9 10 11 12 13 14 15 16 17 18 10-11/

2. Altogether, how many brothers and sisters does _____ have living here at home?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 __ 12-13/

3. How many are older than _____?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 __ 14-15/

4. How are you related to _____?

Mother.....1
(including foster mother, step-mother, adopted mother)
Father.....2 16/
Grandmother.....3
Aunt.....4
Other (Specify).....5

I- Now we'd like to ask you some questions about _____'s classroom this year.

5. Is _____ now in a classroom with a teacher from the Center for Teaching and Learning, University of North Dakota?

Yes.....1
No.....2 17/
Don't know.....3
(No response).....4

6. Was _____ in a classroom last year with a teacher from the Center for Teaching & Learning, University of North Dakota?

Yes.....1
No.....2
Don't know.....3 18/
(No response).....4

[redacted]

6-a. Have you noticed any major differences between _____'s classroom this year and his/her classroom last year?

Yes.....1
No.....2

19/

(If no, probe:) No differences at all?

(If yes:) What are the differences you've noticed?

(Pause: Give time to think. Record any differences mentioned. (Transfer these differences to the list below or add them in the blanks at the end of the list.)

In the past when we have asked parents this question about differences they have given us the following list. Let's check this list quickly to see if you have noticed any of these differences between _____'s classroom this year and his/her classroom last year.

(Go through list with the parent; mark (x) in column A only for those differences that the parent has noticed between this year and last year. If parents add comments to any of the differences provided, write these comments.)

| A | B | Group I. | |
|---|---|---|---|
| __ | __ | 1. More choices or options for students. | 20/ |
| __ | __ | 2. Messier room, room not neat | 21/ |
| __ | __ | 3. Some specific new activity (art, drama, woodworking, animals, etc.) | 22/ |
| __ | __ | 4. More "non-basic" activities. | 23/ |
| __ | __ | 5. New equipment or new materials other than books or workbooks. | 24/ |
| __ | __ | 6. More activities generally, wider range of activities. | 25/ |
| __ | __ | 7. More games, more play. | 26/ |
| __ | __ | 8. More materials and resources available to children. | 27/ |
| __ | __ | 9. Room is noisy. | 28/ |

| A | B | Group II. | |
|---|---|---|---|
| __ | __ | 10. More individualized activities. | 29/ |
| __ | __ | 11. Less individualized activities. | 30/ |
| __ | __ | 12. Interest centers, resource centers, skill areas. | 31/ |
| __ | __ | 13. Less basic skills learned. | 32/ |
| __ | __ | 14. More basic skills learned. | 33/ |
| __ | __ | 15. Children apply what they learn, learn more useful things, more practical activities. | 34/ |
| __ | __ | 16. Children "learn by doing," experiment more, work more with their hands. | 35/ |

| A | B | Group III | |
|---|---|---|---|
| __ | __ | 17. Desks not in rows. | 36/ |
| __ | __ | 18. No desks, tables instead of desks. | 37/ |
| __ | __ | 19. Less formal, more casual conduct of class. | 38/ |
| __ | __ | 20. Better teacher-child relationships. | 39/ |
| __ | __ | 21. Worse teacher-child relationships. | 40/ |
| __ | __ | 22. Teacher more accessible, more available. | 41/ |
| __ | __ | 23. More respect for teacher. | 42/ |
| __ | __ | 24. Less respect for teacher. | 43/ |

| A | B | Group IV | |
|---|---|---|---|
| __ | __ | 25. More freedom for students. | 44/ |
| __ | __ | 26. More disorganized | 45/ |
| __ | __ | 27. More homework. | 46/ |
| __ | __ | 28. Less homework. | 47/ |
| __ | __ | 29. Less discipline, less strict. | 48/ |
| __ | __ | 30. Child likes school better. | 49/ |
| __ | __ | 31. Child likes school less. | 50/ |

| A | B | Group V | |
|---|---|---|---|
| __ | __ | 32. Less strict class schedule, no specific time periods for certain activities. | 51/ |
| __ | __ | 33. Children learn basic skills by using them and not by classes in them. | 52/ |
| __ | __ | 34. Children do more projects. | 53/ |

| A | B | Group VI | |
|---|---|---|---|
| __ | __ | 35. More field trips, the class does more things outside of the school. | 54/ |
| __ | __ | 36. Children study the community. | 55/ |
| __ | __ | 37. Children work in the community. | 56/ |
| __ | __ | 38. More community people and parents work in the classroom. | 57/ |

| A | B | Group VII | |
|---|---|---|---|
| __ | __ | 39. Children work in groups. | 58/ |
| __ | __ | 40. Children move around more. | 59/ |
| __ | __ | 41. More competition among children. | 60/ |
| __ | __ | 42. More cooperation among children. | 61/ |
| __ | __ | 43. Children help each other more. | 62/ |
| __ | __ | 44. Better peer relations. | 63/ |
| __ | __ | 45. Worse peer relations. | 64/ |

| A | B | Group VIII. Differences noted that do not fit in any of the above groups. | |
|---|---|---|---|
| __ | __ | 46. | 65/ |
| __ | __ | 47. | 66/ |
| __ | __ | 48. | 67/ |
| __ | __ | 49. | 68/ |
| __ | __ | 50. | 69/ |

6-b. In addition, we would like to know what major differences, if any, you have noticed between _____'s classroom and any other classrooms that you are familiar with? These classrooms could be rooms that _____ has been in previously, that you have had other children in - just any classroom that you are familiar with.

(Allow time for responses-record responses)
(Go back through the preceding list with the parent; mark (x) in column B for any differences noted and add comments that parents make.)

6-c. Are the subjects (for example reading, social studies) being taught differently this year?

Yes.....1
No.....2 70/
No Response....3

6-d. How do you feel about the reading experiences in your child's classroom?

Positive.....1
Negative.....2
Neutral.....9 71/

6-e. How do you feel about the mathematics experiences in your child's classroom?

Positive.....1
Negative.....2 72/
Neutral.....9

6-f. What about the way the children relate to the teacher, or the way the teacher relates to the children in the classroom? Have you noticed any differences in their relationships to each other?

Yes.....1
No.....2 73/

(If yes, probe:) Could you describe them?

(If no changes were mentioned in 6-a, omit 6-g and go to page 8, item 7.)

6-g. I-Now we'd like to find out exactly how you feel about the changes you mentioned ealier. I'll read back each of the changes you described and I'd like to have you tell me two things for each item. First, we'd like to know what your reaction was to each change when you first learned about it earlier in the school year, and then we'd like to know how you feel about it now.

To make it a bit easier to record your reactions, we've listed four possible kinds of responses--very favorable, somewhat favorable, somewhat unfavorable, and very unfavorable. As I read out the things you mentioned, would you tell me which one of those possible responses best describes your own reaction early in the school year as you remember it, and then your feeling now.

(Instruction. list below the corresponding number to each change mentioned in question 6-a only. Check column A in question 6-a for changes and write the corresponding number of each change noticed in the blank provided.

| No. of each change | Time | Very Fav. | Some Fav. | Some Unfav. | Very Unfav. | Neut. No Re. | |
|---|---|---|---|---|---|---|---|
| Change a _____ | Early | ___ | ___ | ___ | ___ | ___ | 9-10/11/ |
| | Now | ___ | ___ | ___ | ___ | ___ | 12/ |
| Change b _____ | Early | ___ | ___ | ___ | ___ | ___ | 13-14/15/ |
| | Now | ___ | ___ | ___ | ___ | ___ | 16/ |
| Change c _____ | Early | ___ | ___ | ___ | ___ | ___ | 17-18/19/ |
| | Now | ___ | ___ | ___ | ___ | ___ | 20/ |
| Change d _____ | Early | ___ | ___ | ___ | ___ | ___ | 21-22/23/ |
| | Now | ___ | ___ | ___ | ___ | ___ | 24/ |
| Change e _____ | Early | ___ | ___ | ___ | ___ | ___ | 25-26/27/ |
| | Now | ___ | ___ | ___ | ___ | ___ | 28/ |
| Change f _____ | Early | ___ | ___ | ___ | ___ | ___ | 29-30/31/ |
| | Now | ___ | ___ | ___ | ___ | ___ | 32/ |
| Change g _____ | Early | ___ | ___ | ___ | ___ | ___ | 33-34/35/ |
| | Now | ___ | ___ | ___ | ___ | ___ | 36/ |
| Change h _____ | Early | ___ | ___ | ___ | ___ | ___ | 37-38/39/ |
| | Now | ___ | ___ | ___ | ___ | ___ | 40/ |
| Change i _____ | Early | ___ | ___ | ___ | ___ | ___ | 41-42/43/ |
| | Now | ___ | ___ | ___ | ___ | ___ | 44/ |

LET'S SEE, HAVE I MISSED ANY OF THE MAJOR CHANGES YOU MENTIONED?

Are there any other changes that you'd like to add to the list before we go on? If you think of any as we go along, please feel free to mention them and we can return to this section.

7. We've been asking you to describe specific changes in the classroom this year. Now we'd like you to summarize your overall attitude about _____'s classroom. Considering all of the things that you know about his/her classroom this year, which one of the following phrases best describes your feelings toward his/her room right now:

Are you--Very Favorable.....1
Somewhat Favorable.....2
Somewhat Unfavorable.....3
Very Unfavorable.....4 45/
(Don't read: Neutral or No Response).....9

7-a. How would you describe the feelings of other parents who have children in the same classroom? Would you say they are:

Very Favorable.....1
Somewhat Favorable.....2
Somewhat Unfavorable.....3 46/
Very Unfavorable.....4
(Don't read: Don't know, Neutral, No Response).9

8. Compared to how you felt about _____'s classroom early in the school year, do you feel more favorable, less favorable or about the same right now.

More Favorable.....1
Less Favorable.....2
About the Same.....3 47/
(Don't read: No Response or Neutral).....9

8-a. Compared to the elementary school education you received, would you say your child is getting an education that is better, worse, about the same?

Better.....1
About the Same..2 48/
Worse.....9

Why do you say that?

I- The next set of questions are about _____'s reactions to school this year.

9. In general, have you noticed any differences in your child this year that you would attribute to his/her classroom experience?

Yes.....1
No.....2 49/
(Don't read: No Response).....9

(If no, probe:) No differences at all?

(If yes, probe:) Would you describe the differences you've noticed?

50-51/
52-53/
54-55/

10. All parents have times when they have some kinds of difficulty with their children. Thinking about the kinds of discipline problems you sometimes have, would you say that your discipline problems with _____ have increased, decreased, or stayed about the same this year?

Increased.....1
Decreased.....2
Stayed about the same...3 (Go to item 11) 56/
(Don't read: No Response).....9

(If increased, probe:) Would you say that the increase in discipline problems is related to _____'s experience in school this year?

Yes.....1
No.....2 57/
(Don't read: Uncertain).....9

(If decreased, probe:) Would you say that the decrease in discipline problems is related to _____'s experience in school this year?

Yes.....1
No.....2 58/
(Don't read: Uncertain).....9

11. Some parents tell us that their children <u>really</u> <u>love</u> school, while others tell us that their children <u>don't</u> <u>like</u> school. How does _____ _____ feel about school? Would you say he/she:

Really loves school.....1
Likes school.....2
Doesn't like school.....3
Doesn't care one way or the other.....4 59/
(Don't read: No Response).....9

12. From watching _____ and talking to him/her, would you say that he/she enjoys school <u>this</u> year:

Less than last year.....1
More than last year.....2
About the same as last year.....3 60/
(Don't read: No Response).....9

(If less than or more than, ask:) To what would you attribute this?

61-62/
63-64/
65-66/

13. Do you feel that this year in school, _____ has:

Progressed about as usual.....1
Progressed more slowly than usual.....2
Progressed more rapidly than usual.....3 67/
(Don't read: No Response).....9

14. What are some of the things that _____ has said he/she really <u>likes</u> about school?
(Probe: What other things)

68-69/
70-71/
72-73/

15. What are some of the things that _____ has said he/she really does not like about school?
(Probe: What other things?)

9-10/
11-12/
13-14/

15-a. What are some things you wish _____'s teacher would do more often?

15-16/
17-18/
19-20/

16. What things are most important to you in evaluating your child's progress in school?

21-22/
23-24/
25-26/

17. What system is used by the teacher this year to report _____'s school progress to you?
(Circle all response categories mentioned.)

Letter grades (A,B,C,...).....1
Numbers (1,2,3,...).....2
Satisfactory, unsatisfactory.....3
Something like this: progressing well, average progress, poor progress ...or, doing very well, adequate work, doing poorly.....4 27/
A written essay report describing the child's work and progress.....5
A verbal report in a conference with the teacher.....6
Other (specify).....7

18. Some parents and teachers favor having parent-teacher conferences or written descriptions of a child's progress instead of letter or number grades. Other parents and teachers favor the usual system of letter grades or number grades.

Would you be supportive of relying conferences and written descriptions or would you prefer graded report cards?

READ ONLY FIRST TWO:

Prefer letter or number grades and report cards.....1
Prefer conference and written descriptions.....2
Don't know.....3 28/
Have no strong feelings.....4
(Don't read: No Response).....9

(Ask only if expressed an opinion, first 2 options)

Why do you say that?

I- The next group of questions are about your child's teacher this year and about teachers in general. We want to assure you again that your answers are confidential, and we want you to know that your child's teacher will never see your individual responses.

19. What are the most important things that you think a teacher should help a child learn in school?

29-30/
31-32/
33-34/

20. Considering what you've just said about what is important, how good a job do you think your child's teacher has done this year in helping your child learn these things?

Would you say that your child's teacher this year has done:

An excellent job.....1
A good job.....2 35/
A fair job.....3
A poor job.....4
(Don't read: No response).....9

21. Since the beginning of this school year, have you or _____'s father gone to observe _____'s class, while class was going on?

Yes (probe).....1
No.....2 36/

(If yes, ask:) How many times?

0 1 2 3 4 5 6 7 8 or more

22. Have you ever worked or helped in _____'s classroom at school?

Yes (ask A, B, & C) .....1
No.....2 37/

A. How often have you worked or helped in the classroom? Would you say:

Almost every day.....1
Twice a week.....2
Once a week.....3
Once or twice a month.....4
Once or twice a year.....5 38/

B. How much do you like the kind of work the teacher asks you to do in the classroom? Would you say you:

Like it very much.....1
Like it somewhat.....2
Dislike it somewhat.....3
Dislike it very much.....4 39/

C. Is this the first year that you've ever helped in one of your child's classrooms or have you helped in your children's classrooms before?

First year.....1
Helped before.....2 40/

23. Are you a member of the PTO or PTA?

Yes..... 1
No.....2 41/

(If yes, probe:) Would you consider yourself as:

Very active.....1
Somewhat active.....2
Not very active.....3 42/

Have you attended a parent-teacher conference this year? How many?

Yes.....1
No.....2 1 2 3 4 5 6 7 8 43/

(If yes, probe:) Would you say the conference was:

Very helpful in understanding _____'s progress.....1
Not very helpful in understanding _____'s progress.....2 44/
Somewhat helpful in understanding _____'s progress.....3
(Don't read: No response).....9

24. Thinking about all that you know about _____'s classroom, how well informed do you feel you are this year about what goes on in his/her classroom at school?

Would you say that you are:

Very well-informed.....1 45/
Somewhat well-informed.....2
Not too well-informed.....3
Poorly informed.....4
(No response).....9

25. Compared to what you knew about _____'s classroom last year, are you:

More informed this year.....1
Less informed this year.....2
Is there no difference.....3 46/
(No response).....9

25-a. From whom do you get your information about _____'s classroom?

Your child.....1 __ 47/
Other children.....2 __ 48/
_____'s teacher.....3 __ 49/
Other parents.....4 __ 50/
Other teachers.....5 __ 51/
The principal.....6 __ 52/
Others.....7 __ 53/
(circle all responses mentioned and place an (x) behind the two most important sources of information.) 54-55/

25-b. In what form does the information you receive about _____'s classroom come to you?

Newsletter from the teacher.....1 __ 56/
Notes from the teacher.....2 __ 57/
Telephone calls from the teacher.....3 __ 58/
Conferences with the teacher.....4 __ 59/
Visiting with others (parents, teachers, children).....5 __ 60/
PTA or PTO meetings.....6 __ 61/
Open house meetings for parents.....7 __ 62/
Other.....8 __ 63/
(circle all responses mentioned and place an (x) behind the two most important forms.) 64-65/

25-c. How comfortable would you feel initiating contacts with _____'s teacher about a concern of yours?

Very comfortable.....1
Somewhat comfortable.....2
Somewhat uncomfortable.....3 66/
Very uncomfortable.....4
(Don't read: no response).....9

25-d. Have you ever initiated contact with _____'s teacher about a concern of yours?

Yes.....1 67/
No.....2

(If yes, probe:) Would you describe the situation?

26. Have you ever discussed with your child's teacher his/her approach to teaching?

Yes.....1
No.....2 68/
No response.....9

27. Have you ever attended any school meetings, community meetings, or organization meetings where this approach to teaching was discussed?

Yes..... .....1
No.....2
No response.....9 69/

28. If a friend asked you to briefly describe _____'s teacher's approach to teaching, could you do it?

Yes.....1
No.....2
Maybe or 70/
Don't know.....9

(If yes or maybe, probe:)

In your own words, how would you describe _____'s teacher's approach to teaching?

71-72/
73-74/

28-a. Let me get your response to some school practices by asking you to strongly agree, somewhat agree, somewhat disagree or strongly disagree to the following items:

| SA | A | D | SD | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | A. Individualized instruction according to the interests of the child. | 9/ |
| 1 | 2 | 3 | 4 | B. Teaching reading, writing and arithmetic indirectly using topics the child is interested in studying. | 10/ |
| 1 | 2 | 3 | 4 | C. Learning Centers designed to provide activities that children can work on independently. | 11/ |
| 1 | 2 | 3 | 4 | D. Children working together, sharing their ideas and their work. | 12/ |
| 1 | 2 | 3 | 4 | E. Field trips to business, shops, industries, the courthouse, etc. in the community. | 13/ |
| 1 | 2 | 3 | 4 | F. Field trips to places of interest outside of the community. | 14/ |
| 1 | 2 | 3 | 4 | G. Children studying the community. | 15/ |
| 1 | 2 | 3 | 4 | H. Children actually working in the community for a week. | 16/ |
| 1 | 2 | 3 | 4 | I. Parents and community people helping in the classroom. | 17/ |
| 1 | 2 | 3 | 4 | J. Older children helping younger children. | 18/ |
| 1 | 2 | 3 | 4 | K. Teacher, children and some parents going on a weekend camping trip or a trip to another city. | 19/ |

29. As a final question and thinking about the future, how far do you think _____ will go in school? Would you say he/she will:

Finish grade school.....1
Finish part of high school.....2
Finish high school.....3
Go to college.....4 20/
(No response).....9

30. That completes the interview. Is there anything that you'd like to add to the interview--anything you'd like to tell the people at the University about what you think teachers should be trained to do?

**THANK YOU VERY MUCH**

To be completed AFTER the interview.

1. To the best of your knowledge, the person you interviewed is:

American Indian.....1
Negro/Black.....2
Oriental.....3
Caucasian or White.....4
Other (specify).....5
Don't know.....9

21/

2. Total length of interview in minutes.

_____minutes

22-23-24/

3. Was the parent:

Very easy to get answers from.....1
Somewhat easy to get answers from.....2
Somewhat difficult to get answers from.3
Very difficult to get answers from.....4

25/

4. Are you (the interview):

CTL faculty .....1
CTL doctoral.....2
CTL undergraduate....3
Other (specify).....4

26/

5. Comments (about the interview, the parent, the interview situation, your feelings, or anything else).

January, 1975
Center for Teaching and Learning

TEACHER INTERVIEW

1. Let's begin with a description of your classroom. As a stranger, what would I see if I walked into your room? How is the room arranged or organized?

   a. What would I see as I looked around the room at the walls?

   b. Where would I see desks and tables?

   c. Where is your desk?

   d. (as an area is mentioned, i.e., science, ask:) What kinds of things are there?

   e. Where do they come from?

   f. How often are they used?

   g. What kinds of books and resource materials are in your classroom?

1a. Has the arrangement of the room changed any over the course of the year? How has it changed?

   a. How did these changes come about?

2. We know that no two days are alike, but we'd like to get a general picture of what a typical teaching day is like. Would you describe for us how a day is organized?

   a. When would you usually do that?

   b. How long would that usually last?

   c. Are there specific times scheduled for things like art, music, and physical education? When?

2a. Has the organization of the day changed any over the course of the year? (If yes:) In what ways?

   a. Has the amount of time you spend on various things changed? (If yes:) How?

   b. How do you feel about these changes?

3. Next, we'd like to focus on the activities that your children engage in and the kinds of materials and resources that are used. But first,

could you discuss the sorts of things that you want your children to learn? In other words, what areas of learning are important to you as a teacher?

2a. Okay, you mentioned x, y, b, etc. Now, let's talk about how you try to accomplish these in terms of specific activities. Let's start with (select one of the areas mentioned). What sorts of things do your children do in_____?

a. How do these activities get started?

b. How are the children organized during these activities? I mean, if I came in while that was going on what would I see--children working alone, in small groups, or all together as a class?

c. How many children would be involved in these activities?

d. What would the other children be doing during that time?

e. How often would these activities go on in the classroom, or how often has that happened?

f. What would you be doing while these activities were going on?

g. What materials or resources are used during these activities?

h. Where do these materials or resources come from?

i. How do you evaluate progress in these activities?

j. Are there any other things that are related to that area that you haven't described yet that would help give us a picture of your classroom during these activities?

k. What kinds of things do you do in your classroom that contribute to the emotional and social development of children?

3b. Thinking about all the activities, materials, and resources you've already described, are there any other important activities, materials or resources that have been a part or are now a part of your classroom--things that we haven't talked about yet?

(If yes:)
a. How are these used?

b. When would that happen? or, When would that be used?

c. How often has that happened? or, How often has that been used this year?

4. Do you find ways of integrating the learning activities in your classroom? (for example: reading activities with science?)

   a. Can you describe the way that happens?

   b. How often does that happen?

   c. Does it occur in other areas as well?

4a. How has the integration of learning activities changed over the course of the year?

   a. Why has there been change?

   b. How do you feel about that?

4b. Considering your goals as a teacher how important is integration to you?

5. In your classroom, are children involved in making decisions about their learning? How are they involved?

   a. Can you describe how this happens?

   b. How many children are involved in doing that?

   c. When would that take place?

   d. How often has this kind of thing happened?

5a. From your experience this year how well do you feel elementary school children handle situations involving choice?

   a. Thinking of all the children in your classroom, how many of them are consistently able to direct their own learning activities by making their own decisions about what to do, if given the opportunity to do so?

   b. What kinds of problems do children have in making their own decisions between alternatives?

5b. Considering your goals, how important is it for children to be involved in making decisions about their learning?

6. Are you able to find ways of responding to the individual differences in children? Can you describe some of the ways in which you do that?

a. Do you have a sense of how your children think and feel about their classroom experience? their interests, etc?

b. What ways are you able to find out that information?

6a. Has the degree of individualization in your classroom changed over the course of the year?

a. To what do you attribute these changes?

b. How do you feel about that?

6b. Would you say that individualization is a practical goal for a teacher in your situation?

7. Has it been possible to use people, places or things here in the community as a basis for learning activities and experiences?

(If yes:)
a. Would you describe how people or things in the community have been used?

b. How often has this kind of thing happened?

c. How many children are usually involved in these things?

8a. You've described the major activities that go on in the classroom, now we'd like to focus a bit more on how you personally spend your time in the classroom. Would you describe for us what your day is like beginning with your arrival at school in the morning?

8b. Has your personal day--the way you spend your time in the classroom--changed any over the course of the year?

8c. What kinds of things do you do outside of class time to prepare for school?

8d. Is there anything you would like to add to what you've already described that would help give us a picture of what your day as a teacher is like--how you as a teacher spend your time?

9a. We'd now like to ask you some questions about how the children relate to one another. From your observations of the children in the classroom, would you describe how they behave towards each other?

(Clarification, if necessary:)

a. There's no one particular thing we're looking for in this question. We'd like to get a description in your own words of how the children interact. For example, if I were another teacher and you were telling me about the children's interaction with each other, what would you say? How do they help or hinder each other?

b. How many of the children does that description fit?

c. How much of the time would you say that is true?

9b. What roles do you feel competition and cooperation should play in the classroom?

a. Do you find the words competition and cooperation useful in describing children's behavior and classroom interaction.

b. Can you describe activities in your room which promote competition? Which promote cooperation?

c. How do you feel about the role competition and cooperation play in your classroom?

10a. Have you noticed any particular differences in the way boys and girls work and participate in the classroom?

a. Are there some things that only boys seem to do, and other things that only girls seem to do?

b. Have any differences between boys and girls affected what goes on in the classroom?

10b. Should there be any difference in what boys do in the classroom from what girls do in the classroom?

11. What rules are there in the classroom about things that should <u>not</u> be or things that should be done?

(If no response:)
Maybe "rules" is too strong a word. What we're looking for are behaviors or norms that are supposed to be avoided--or procedures that are followed at certain times--or kinds of behavior that are considered inappropriate or undesirable in the classroom?

a. How did these rules or norms come about?

b. How do the children respond to these rules (or norms)?

c. Have the rules (or norms) in the classroom changed any over the course of the year?

11a. What happens when a rule isn't followed, or when a norm is broken?

11b. How are discipline problems generally handled in the classroom?

(Clarification, if necessary:)
a. If a situation arises where a child or a group of children are disturbing others, what would be done?

12. Now we'd like to change the subject a bit and talk about your goals. As a teacher this year, what have been your major goals?

12a. Have your goals changed any over the course of the year?

(If yes:)
a. What are the reasons they've changed?

13. Now there's another area concerning the classroom that we'd like to explore--and that is the relationship that you, as a teacher, have with the children. There are so many ways for children and adults to relate to each other that we don't want to structure your answer at all. How would you describe your relationship with the children?

a. How do you think the children see you?

b. What kinds of interactions do you have with the children?

14. One thing that teachers and parents frequently mention is the problem of building respect into interpersonal relations. Many teachers have found that they can best help the children, particularly when it comes to evaluation and follow-through on schoolwork, if they maintain some formality or a bit of professional distance in their relationships with the children. How would you describe your relationship to the children along these lines?

15. Now, we'd like you to reflect upon opportunities you may have to talk about important aspects of your teaching experience with others. For example, with teachers in your building, with your principal, or others at conferences or meetings? (Pause) Are there persons you try out your ideas on; ask for help; share both your doubts and failures as well as your aspirations and accomplishments as a teacher? Could you give some examples?

a. How valuable are these opportunities to you?

b. Do you wish there were more opportunities to talk with others about your teaching?

c. How could this be made to happen more often?

d. In general, do you feel that the kind of things you are trying to do in your classroom is understood and supported in your school?

Now we'd like to completely change focus for a moment--this time away from the internal workings of the classroom to the community-at-large, focusing particularly on the parents of the children in your classroom.

16. What kinds or forms of contact have you had with parents over the course of the year?

a. How often have you had contact with parents in that way?

b. Why was the contact made?

16a. Based on your contact with parents, what would you say are or have been their major concerns about school this year?

a. How many parents are worried about these things?

b. What has happened to make you aware of these concerns?

Now we'd like to ask you to summarize your experiences with parents this year.

17. On the whole, how well do you think parents understand what your classroom is all about--why it's the way it is--and what you're trying to accomplish?

17a. Thinking about the overall response of parents to your classroom and all of the things that have happened this year--how would you describe their overall reaction to your classroom?

17b. Which of the following phrases best describes how much influence parents have had on what you've done in the classroom this year?

a. a great deal of influence

b. some influence

c. not much influence or,

d. virtually no influence?

c. How could this be made to happen more often?

d. In general, do you feel that the kind of things you are trying to do in your classroom is understood and supported in your school?

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17b. Which of the following phrases best describes how much influence parents have had on what you've done in the classroom this year?

a. a great deal of influence

b. some influence

c. not much influence or,

d. virtually no influence?

Now we just have a couple of final questions. We'd like to move away from talking about parents and try to get an overall evaluation of the things you've done and how you feel about your teaching experiences this year.

18. Teachers and interns we've interviewed have told us that every teacher has ups and downs. What is an "up" or "upper" like for you?

    a. What brings on an "up" period in that classroom?

18a. And what about a "down?" What is a "downer" like for you?

18b. Would you say that you've had more "uppers" or "downers" this year?

18c. Could you describe any ways in which your experience in the classroom has influenced your personal life?

19. Are there any major things that you've done in the classroom that you would change if you were starting over again?

    a. How would you make that change?

20. How satisfied are you thus far that you've been able to accomplish what you wanted to this year?

    a. What has been your major source of dissatisfaction?

    b. What has been your major source of satisfaction?

21. Are you finding time to broaden your personal interests, expand your reading, be with people, etc?

    a. How do you feel about that?

Okay, that concludes the formal part of the interview. We are considering including some questions in the formal interview concerning the growth of individual children. Could you select the 10th child in your class list. Think about that person for a moment. Now, could you tell me something about him/her.

22. How would you assess the quality of his/her learning?

22a. How would you characterize the quality of his/her thinking? (examples?)

22b. What kinds of questions does he/she raise in the classroom? (examples?)

22c. Does he/she select projects and activities that challenge him/her to think? (examples?)

22d. What does he/she seem to value highly? What are his/her strongly held beliefs? Does he/she seem aware of those values, beliefs?

22e. How does he/she interact with other children?

22f. How does he/she react to rules?

November, 1974

CONTRIBUTION OF CHILD TO OWN LEARNING:

Indicators - perceived options
range of activities which are initiated by child
time spent in activities of own choosing
input into planning of activities
bringing things into classroom.

SCALE POINTS:

1. A child who expresses almost no self initiation of activities (either because of own choice of room structure), almost total direction of learning is from teacher/peers, perceives narrow range of options, most of which are non optional.

2. Occasional self initiation of activity, a few activities are perceived as optional, but narrow range of options still exists, with input into planning.

3. Although child is somewhat involved in initiating activities and expresses some opportunities to choose on basis of own interest, major portion of learning opportunities are non optional and are planned by teacher. Choice is mainly within the confines of teacher planned curriculum which includes some options.

4. About 40% of time is in activities of own choosing, and child expresses a wider range of options. Expresses some opportunities for shared planning with teacher whether through a special time, conferencing or ongoing exchange.

5. The majority of the day is now spent in self chosen activities. There is evidence that the child has had input into planning the range of activities available.

6. Child spends 60-80% time in self selected activities, perceives many options, initiates activities, brings things into classroom which have input into learning experiences, perceives considerable involvement in shared planning of activities.

7. Almost complete independence and self initiation of activities; involved in activities of own choosing on basis of self interest, felt needs. Sees classroom activities as learning opportunities in which he/she can freely relate, perceives teacher and peers as resources not as directors of activities.

CONTRIBUTIONS OF TEACHER TO CHILD'S LEARNING: degree to which the teacher is actively available to child as a resource, helper, facilitator of both cognitive and social growth.

Indicators - How much child talks with teacher
How approachable/accessible teacher is for child.
Degree to which teacher acts as a facilitator, resource for child's cognitive and social needs.
Degree and quality of exchange between teacher and child about child's interests and needs.

SCALE POINTS:

1. Child has little spontaneous exchange with teacher, perceives teacher as unaccessible; teacher's input is formal, directional, and one-way. Child has little input into nature of exchange, may see teacher as too busy or not interested.

2. Exchange between teacher/child mainly in terms of checking work or in formal teacher/child conferences for the purpose of assessing child's progress. May have morning informal chats for a few minutes before day begins.

3. Child perceives opportunities to approach teacher. Exchange, however, is mainly related to progress in assigned curriculum.

4. At least half of the exchange between teacher/child is directed by the teacher: Although the child has options within this structure, he/she sees the teacher mainly as a corrector and explainer of fairly defined curriculum.

5. Child perceives more mutuality in terms of setting of standards, activities, amount of work - child sees teacher as helping in "many ways."

6. Opportunity for frequent and wide range exchange between teacher/child including cognitive and social concerns and needs.

7. Child perceives few barriers, restrictions in exchange with teacher, feels teacher is a resource, facilitator in carrying out his/her own learning experiences. Teacher rarely acts as a director in terms of setting curriculum.

CONTRIBUTION OF PEERS TO CHILD'S LEARNING: degree to which child perceives peer relations and group activities as contributing positively to his/her classroom learning experiences.

Indicators: degree of exchange child has with other children
degree to which child feels helped by others, that other children are a resource
degree to which child is bothered, hindered by other children.

SCALE POINTS:

1. Child has little or no exchange with other children, may perceive other children as a hindrance to work/activities, does not see other children as a resource.

2. Child occasionally engages in exchange with others, including activities unrelated to child's own learning experiences; ex. clean-up, errands for teacher, helps other with work when asked by teacher.

3. Children can help each other more with work; however, main portion of peer interaction takes place during small sessions of "free time" or teacher directed work.

4. More spontaneous peer exchange is perceived - indication that children are able to work more with each other during structured and "free" periods.

5. Many activities involve peer interaction (teacher and child initiated) including spontaneous group activities. Child perceives peers as helpful to own learning. May still perceive teacher as sometimes controlling when and with whom child interacts.

6. Other children have major input into child's learning experiences, child can choose to work with others when wants to and often does so. Child however, perceives some limitations and/or sees self as only being able to do "some things" with others.

7. Child has open, frequent, nonrestricted opportunity for exchange with children - sees children as resources and facilitators of own learning.

CONTRIBUTION OF PHYSICAL SETTING TO CHILD'S LEARNING: child's general feelings about atmosphere of room, pleasantness, resources, space.

Indicators: child's feelings about space/materials in room.
how perceives room in comparison with other rooms.
how would like to change room.
perceived rules in room and how affects actions.
how child likes room in general.

SCALE POINTS:

1. Child perceives setting as restrictive and/or uncomfortable, with too few or too many rules and may want to make major changes.

2. Perception mainly negative but slight expression of some positive feeling.

3. Close to neutral, but expresses some negative feeling.

4. Neutral feeling about setting.

5. Some positive feeling.

6. Some concern about setting but mainly expresses positive feelings.

7. Perceives no restrictions or perceives existing restrictions as positive, sees physical setting as pleasant and containing resources.

PARENTAL REACTION: child's perception of how parents feel about classroom.

Indicators: direct expression of approval/disapproval.
expression of things think child should be doing in school.

SCALE POINTS:

1. Definitely does not like.
2. Mainly dislikes, expresses slight positive feelings or neutrality.
3. Slight negative feelings.
4. Neutral.
5. More positive than neutral.
6. Slight concern but mainly approves.
7. Almost total support/approval.

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